LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Silver Valley Unified School District		
Contact Name and Title	Jesse M. Najera Deputy Superintendent	Email and Phone	jnajera@svusdk12.net 760-254-2916

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

The Silver Valley Unified School District serves a diverse group of students with the goal of "To prepare students to be confident, collaborative and creative learners for success in a rapidly changing society." Our student population consists of approximately 45% White students, 31% Hispanic students, and 13% African-American students. Silver Valley USD serves students from Ft. Irwin National Training Center and the Marine Corps Logistics Base in Barstow, California, as well as students from Yermo, Daggett, Newberry Springs and Ludlow. Our LCFF unduplicated count is approximately 57%, which consists of about 5% English Learners, 52% Low Income and about 1% Foster Youth.

Silver Valley Unified School District (District) currently operates one (1) Transitional kindergarten through fifth grade elementary school, one (1) Transitional kindergarten through 8th grade School, one (1) Transitional kindergarten through 2nd grade elementary school, one (1) 3rd through 5th grade intermediate school, one (1) 6th through 8th grade middle school, one (1) comprehensive high school, one (1) alternative education school, which houses a continuation high school, opportunity program, success program, community day program, adult education program and a long term independent study program. Total enrollment for the 2016-17 school year varied from day-to-day, but was approximately 2,140.

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

The four goals of the Silver Valley Unified School District Strategic Plan and LCAP are Student Achievement, Technology, Student/Parent Support and District Stability.

* Student Achievement: Action steps for Student Achievement, Response to Intervention, Career Technical Education, Common Core Implementation, AVID, and Professional Development.

* Technology: Action steps that address software, hardware, and infrastructure that supports 21st Century teaching and learning in our classrooms.

* Student/Parent Support: Action steps that address Positive Behavior Interventions and Supports (PBIS), Parent Leadership Classes (PASS), Small Group Social Skills, and Counseling Services.

* District Stability: Action steps that address leadership development, Basic Services, Recognizing Excellence and Recruitment.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

Silver Valley Unified School District is the highest achieving school district in the High Desert based on results from the California Assessment of Student Performance and Progress. We currently have the highest graduation rate (97%) in San Bernardino County. PBIS has been implemented at a high level at all sites, significantly decreasing our suspension and expulsion rates over that 3 years while significantly increasing our attendance rates. Every school site in Silver Valley USD has an effective, researched-based Response to Intervention program that meets the needs of our English Learners, Low Income and Foster Youth.

Silver Valley USD is proud of our partnership with the community we serve, both military and non-military. Silver Valley USD engages stakeholders in the development and implementation of the Silver Valley USD Strategic Plan and the Local Control Accountability Plan. In the last 2 years, every Silver Valley USD school site has partnered with their community and staff to develop and implement their own strategic plan, which informs the development of the district strategic plan and the district LCAP. We are also proud of the Parent Leadership classes that we have developed in the last two years (PASS- Parents Advocating for Student Success) and offered to everyone in our community.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

According tot he LCFF Evaluation Rubrics, Silver Valley USD performed very well (Green, Blue) in all areas except one, which is EL Progress (Orange). This indicator measures the progress of English Learners toward English proficiency and incorporates data on reclassification rates. This indicator combines the number of English Learners who increased one level on the CELDT and the number of English Learners who are reclassified.

Silver Valley has approximately 5% English Learners in 2016-2017. Based on student achievement data from CAASPP and CELDT, Silver Valley USD set a goal of closing the achievement gap, specifically with English Learners in 2016-17. Every site has identified their English Learners, analyzed student achievement data and developed and implemented targeted interventions to meet the needs of these students. Every school in Silver Valley USD has a research based, effective Response to Intervention program and students from this sub group will be prioritized to ensure improvement in their achievement. Silver Valley USD will use small group instruction, before/after school interventions, and programs like Read 180, System 44, and Successmaker to close the achievement gap.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

According to the LCFF Evaluation Rubric for 2015-2016, Silver Valley USD had two indicators in which performance for a student group was two or more performance levels below the "all student" performance. These indicators were Suspension Rate, where American Indian and students who identified as two or more races performed at a red performance level as opposed to green performance level for "all students". It's important to note that suspension data used for the rubric is from 2014-2015, nevertheless, Silver Valley USD will continue to implement parent involvement strategies and Positive Behavior Interventions and Supports (PBIS) to lower the suspension rates for all students, including students in these two sub-groups.

The second indicator was student achievement in Language Arts on the California Assessment for Student Performance and Progress (CAASPP) for Students with Disabilities (SWD). Although Silver Valley USD "all students" achieved a green performance level, this sub-group performed at a red performance level. We will use IEP Goals and evidence based RtI and PBIS programs to differentiate for student's needs and build on our student's strengths. Results driven, longitudinal data will be used to monitor and track student progress and to increase our student's ability to generalize grade level skills. Additionally, by encouraging parent involvement, we plan to improve our special needs students' engagement and further lower the achievement gap.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Silver Valley USD offers many different services that support low-income, English Learners and foster youth. Three of the most significant services and programs are Advancement Through Individual Determination (AVID), Response to Intervention (RTI) and before and/or after school intervention and enrichment.

Currently, Silver Valley USD offers AVID at Fort Irwin Middle School, Yermo Elementary School and Silver Valley High School. AVID supports students in rigorous coursework, organizational and study skills, they receive academic help from peers and college tutors, and participate in enrichment and motivational activities to make their college dreams reality. More than 75% of AVID graduates attend a four-year college, which is three times higher than the state average. Strategies within AVID, English Learner College Readiness (ELCR), are used to fully meet the needs of English Learners who participate in the program.

Every site in Silver Valley USD has an effective, research based Response to Intervention (RTI) program that supports students who are struggling in Language Arts and Math. Some of our sites have dedicated RTI teachers that provide small group intervention and supports for English Learners, low-income, foster youth and any other student who need the interventions while all of our sites use research based programs like Read 180, System 44, and Math 180 to support students that are below grade level. Two of our sites, which have the highest low-income populations also employ academic tutors which support our students as well.

Every site in Silver Valley USD offers before and/or after school intervention and enrichment programs. These programs support low income, English Learners, foster youth and all students in Math and Language Arts.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$31,218,153
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$2,672,269.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Difference between total expenditures and LCAP expenditures is $28,545,884. A combination of salaries, benefits, Special Education, Title I, Title II, a contribution to Central Kitchen, utilities, transportation, maintenance/operations, instructional supplies, preschool support, and department budgets make up this difference.

$17,404,193	Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

All students will achieve proficiency or better in ELA and Mathematics while receiving appropriate academic supports and a well balanced course of study, including Career Technical Education.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8
COE ☐ 9 ☐ 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Local Metric: % of teachers who believe SVUSD is providing high quality CCSS professional development will remain above 80%
Local Metric: % of teachers who believe SVUSD is effectively implementing CCSS will increase to 75%

State Metric: % of EL students that are Reclassified will increase to 20%
State Metric: EL proficiency on CELDT (AMAO 2) will increase to 43%
State Metric: % of students making annual progress on CELDT (AMAO 1) will increase to 68%

State Metric: Student performance on standardized assessments
State Metric: % of students the meet or exceed the standard in Math will be 43%
State Metric: % of students the meet or exceed the standard in ELA will be 52%
State Metric: % of students passing AP Exams will increase to 63%
State Metric: % of 11th and 12th grade students will be enrolled in at least one AP class will increase to 30%
State Metric: % of students passing EAP (ELA) will increase to 25%
State Metric: % of students passing EAP (Math) will increase to 20%
State Metric: % of high school students completing UC/CSU A-G required courses will increase to 35%
State Metric: 100% students will have weekly access to Science and Social Science

ACTUAL

Local Metric: 89% of teachers who believe SVUSD is providing high quality CCSS professional development
Local Metric: 75% of teachers who believe SVUSD is effectively implementing CCSS

State Metric: 17% of EL students were Reclassified
State Metric: 51% of EL students achieved proficiency on CELDT (AMAO 2)
State Metric: 64% of students making annual progress on CELDT (AMAO 1)

State Metric: Student performance on standardized assessments
State Metric: 41% of students met or exceeded the standard in Math
State Metric: 54% of students met or exceeded the standard in ELA
State Metric: 51% of students passed AP Exams
State Metric: 27% of 11th and 12th grade students enrolled in at least one AP class
State Metric: 23% of students passed EAP (ELA)
State Metric: 7% of students passed EAP (Math)
State Metric: 27% of high school students completing UC/CSU A-G required courses
State Metric: 100% students had weekly access to Science and Social Science

Effective academic Interventions are in place at all 7 sites (100%).

Local Metric: 70% of students receiving RTI made 1 years growth in reading and math lexile score

Student products show evidence of integration of Common Core ELA and Mathematics standards in other curricular areas based on staff analysis and observational data.

Effective academic Interventions are in place at all 7 sites. Local Metric: 85% of students receiving RTI will make 1 years growth in reading and math lexile score Student products show evidence of integration of Common Core ELA and Mathematics standards in other curricular areas based on staff analysis and observational data. Local Metric: Increased amount of CTE Courses for SVHS and AEC students	Local Metric: Increased amount of CTE Courses for SVHS and AEC students (481)

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services	PLANNED	ACTUAL
	Implement Common Core State Standards that improve student achievement by providing high quality professional development for classroom teachers, principals, administrators, and other school and community based personnel. 4 Cs (Collaboration, Critical Thinking, Communication and Creativity/innovation) is embedded in all training focusing on lesson planning and effective classroom practices to promote those skills. A) Substitute costs for Teachers and staff to attend trainings. B) Associated Health & Welfare Benefits. C) District approved consultants to plan, deliver and evaluate professional development and changes in teacher instructional practice. D) Purchase Instructional Materials and Curriculum for CCSS.	Implemented Common Core State Standards that improve student achievement by providing high quality professional development for classroom teachers, principals, administrators, and other school and community based personnel. 4 Cs (Collaboration, Critical Thinking, Communication and Creativity/innovation) was embedded in all training focusing on lesson planning and effective classroom practices to promote those skills. A) Substitute costs for Teachers and staff to attend trainings. B) Associated Health & Welfare Benefits. C) District approved consultants to plan, deliver and evaluate professional development and changes in teacher instructional practice.

		D) Purchased Instructional Materials and Curriculum for CCSS.
Expenditures	BUDGETED A 1100: Certificated Teachers' Salaries Base 42,500 B 3000-3999: Employee Benefits Base 7,500 C 5800: Professional/Consulting Services And Operating Expenditures Base 217,519 D 4300: Materials and Supplies Base 30,000	ESTIMATED ACTUAL A 1000-1999: Certificated Personnel Salaries Base 31,350 B 3000-3999: Employee Benefits Base 5,100 C 5800: Professional/Consulting Services And Operating Expenditures Base 222,120 D 4300: Materials and Supplies Base 27,380

Action 2

Actions/Services	PLANNED Provide high school summer school program. A) Certificated salaries for summer school. B) Classified salaries for summer school. C) Associated Health & Benefits. D) Materials / Software for summer school program.	ACTUAL Provided high school summer school program. A) Certificated salaries for summer school. B) Classified salaries for summer school. C) Associated Health & Benefits. D) Materials / Software for summer school program.
Expenditures	BUDGETED A 1100: Certificated Teachers' Salaries Base 60,000 B 2000-2999: Classified Personnel Salaries Base 20,000 C 3000-3999: Employee Benefits Base 10,000 D 4300: Materials and Supplies Base 1,000	ESTIMATED ACTUAL A 1000-1999: Certificated Personnel Salaries Base 65,000 B 2000-2999: Classified Personnel Salaries Base 23,325 C 3000-3999: Employee Benefits Base 15,825 D 4300: Materials and Supplies Base 400

Action 3

Actions/Services	PLANNED Pacing Guides and Common Assessments will be developed and regularly revised to be foundational to inform the selection of professional development offerings and formative assessments. This work will be done outside of the regularly scheduled teacher calendar. A) Release time and additional assignment stipends for teacher participation in the review and revision of pacing guides and common assessments.	ACTUAL Pacing Guides and Common Assessments will be developed and regularly revised to be foundational to inform the selection of professional development offerings and formative assessments. This work will be done outside of the regularly scheduled teacher calendar. A) Release time and additional assignment stipends for teacher participation in the review and revision of pacing guides and common assessments.

	B) Associated Health & Welfare Benefits.	B) Associated Health & Welfare Benefits.
Expenditures	BUDGETED A 1100: Certificated Teachers' Salaries Supplemental 60,000 B 3000-3999: Employee Benefits Supplemental 15,000	ESTIMATED ACTUAL A 1100: Certificated Teachers' Salaries Supplemental 15,500 B 3000-3999: Employee Benefits Supplemental 3,100

Action 4

Actions/Services	PLANNED Implement a Response to Intervention program at every site. A) Pay for RTI Certificated salaries (5 FTE). B) Associated Health & Welfare Benefits. C) Purchase instructional materials and supplies for RTI Programs. D) Professional development, licenses and services for RTI programs.	ACTUAL Implemented a Response to Intervention program at every site. A) Paid for RTI Certificated salaries (5 FTE). B) Associated Health & Welfare Benefits. C) Purchased instructional materials and supplies for RTI Programs. D) Professional development, licenses and services for RTI programs.
Expenditures	BUDGETED A 1100: Certificated Teachers' Salaries Supplemental 417,782 B 3000-3999: Employee Benefits Supplemental 90,000 C 4300: Materials and Supplies Supplemental 10,000 D 5800: Professional/Consulting Services And Operating Expenditures Supplemental 112,050	ESTIMATED ACTUAL A 1100: Certificated Teachers' Salaries Supplemental 403,785 B 3000-3999: Employee Benefits Supplemental 152,565 C 4300: Materials and Supplies Supplemental 9,994 D 5800: Professional/Consulting Services And Operating Expenditures Supplemental 95,005

Action 5

Actions/Services	PLANNED Continue the administration of post graduation, skills and interest inventory (Naviance) to help students plan for College or Career. A) Purchase annual subscription for Naviance.	ACTUAL Continued the administration of post graduation, skills and interest inventory (Naviance) to help students plan for College or Career. A) Purchased annual subscription for Naviance.
Expenditures	BUDGETED A 5800: Professional/Consulting Services And Operating Expenditures Base 6,305	ESTIMATED ACTUAL A 5800: Professional/Consulting Services And Operating Expenditures Base 8,374

Action 6

	PLANNED	ACTUAL
Actions/Services	Continue to expand CTE courses district-wide. A) Certificated salaries for CTE positions (3 FTE). B) Associated Health & Welfare Benefits. C) Professional development, licenses and services for CTE courses.	Continue to expand CTE courses district-wide. A) Certificated salaries for CTE positions (3 FTE). B) Associated Health & Welfare Benefits. C) Professional development, licenses and services for CTE courses.
Expenditures	BUDGETED A 1100: Certificated Teachers' Salaries Base 198,500 B 3000-3999: Employee Benefits Base 40,000 C 5800: Professional/Consulting Services And Operating Expenditures Base 20,000	ESTIMATED ACTUAL A 1100: Certificated Teachers' Salaries Base 202,758 B 3000-3999: Employee Benefits Base 89,188 C 5800: Professional/Consulting Services And Operating Expenditures Base 53,448

Action 7

	PLANNED	ACTUAL
Actions/Services	Lower class size for Transitional Kindergarten and Kindergarten classes at Yermo and Newberry Schools (High EL, LI Demographics). A) 2 certificated FTE (TK Teachers). B) Associated Health & Welfare Benefits.	Continued lower class size for Transitional Kindergarten and Kindergarten classes at Yermo and Newberry Schools (High EL, LI Demographics). A) 2 certificated FTE (TK Teachers). B) Associated Health & Welfare Benefits.
Expenditures	BUDGETED A 1100: Certificated Teachers' Salaries Supplemental 170,000 B 3000-3999: Employee Benefits Supplemental 40,000	ESTIMATED ACTUAL A 1100: Certificated Teachers' Salaries Supplemental 153,399 B 3000-3999: Employee Benefits Supplemental 62,775

Action 8

	PLANNED	ACTUAL
Actions/Services	Expand AVID Program that promotes academic achievement and increases students meeting college readiness requirements for EL, Foster Youth, and LI students. A) Purchase AVID Curriculum and Instructional Materials.	Expanded AVID Program that promotes academic achievement and increases students meeting college readiness requirements for EL, Foster Youth, and LI students.

	B) Field Trips and College Tutors. C) Staff Development (Summer Institute and other AVID Workshops). D) Pay AVID Participation Fee.	A) Purchased AVID Curriculum and Instructional Materials. B) Field Trips to College Campuses. C) Staff Development (Summer Institute and other AVID Workshops). D) Paid AVID Participation Fee. E) Certificated Salary for AVID teachers. F) Classified Salaries for AVID Tutors. G) Associated Employee Benefits.
Expenditures	BUDGETED A 4300: Materials and Supplies Supplemental 20,000 B 5800: Professional/Consulting Services And Operating Expenditures Supplemental 13,000 C 5200: Travel and Conferences Supplemental 70,000 D 5300: Dues and Memberships Supplemental 7,000	ESTIMATED ACTUAL A 4300: Materials and Supplies Supplemental 11,351 B 5800: Professional/Consulting Services And Operating Expenditures Supplemental 5,055 C 5200: Travel and Conferences Supplemental 54,086 D 5300: Dues and Memberships Supplemental 6,975 E 1100: Certificated Teachers' Salaries Supplemental 42,869 F 2000-2999: Classified Personnel Salaries Supplemental 7,126 G 3000-3999: Employee Benefits Supplemental 19,618
Action **9**		
Actions/Services	PLANNED Provide intervention/enrichment opportunities for EL, RFEP, Foster Youth and LI students before and/or after school at all sites. A) Pay for teachers to provide intervention/enrichment opportunities before and after school. B) Associated Health & Welfare Benefits. C) Purchase curriculum and instructional materials for before or after school program.	ACTUAL Provided intervention/enrichment opportunities for EL, RFEP, Foster Youth and LI students before and/or after school at all sites. A) Paid for teachers to provide intervention/enrichment opportunities before and after school. B) Associated Health & Welfare Benefits. C) Purchased curriculum and instructional materials for before or after school program. D) Transportation for after school programs.

Expenditures	BUDGETED A 1100: Certificated Teachers' Salaries Supplemental 54,000 B 3000-3999: Employee Benefits Supplemental 10,000 C 4300: Materials and Supplies Supplemental 3,000	ESTIMATED ACTUAL A 1100: Certificated Teachers' Salaries Supplemental 43,043 B 3000-3999: Employee Benefits Supplemental 7,072 C 4300: Materials and Supplies Supplemental 1,990 D 5000-5999: Services And Other Operating Expenditures Supplemental 48,732

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Silver Valley USD implemented all action steps and services described in goal 1, student achievement. Among the action steps that had a significant, positive impacts were AVID, Response to Intervention at each site, Professional Development at all levels, After School Intervention and Enrichment Programs, and Career Technical Education opportunities.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	As a result of implementing the action steps and services of goal 1, student achievement, Silver Valley USD achieved at high levels. CAASPP results show Silver Valley earned the highest achievement percentages in Math (31%) and Language Arts (54%) of all High Desert Districts and the highest graduation rate (97%) in all of San Bernardino County. Our students in Response to Intervention programs exceeded their goals for growth during the school year and Silver Valley was able to significantly reduce the amount of students in the lowest achievement level in Math and ELA.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The three action steps and services that had a material differences were After School Interventions and Enrichment Programs, AVID and planned collaboration outside of the calendar year. The expense for After School Programs was approximately $48,000 more than anticipated due to additional transportation costs for students participating in the programs. The only other material change in expense was the planned collaboration days. Silver Valley USD did not do as many days as originally planned and only spent about $20,000 in this area, which is about $50,000 less than anticipated. All other planned action steps and services were implemented and expenses were closely aligned to the original plan. The actual expenses include associated salaries and benefits for certificated and classified employees implementing the AVID program.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We are no longer designating days during the summer for these purposes. SVUSD continues to develop pacing guides and common assessments in district collaboration meetings scheduled throughout the school year.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Increase the quantity and quality of technology usage to support student learning, instructional effectiveness, monitoring of student progress, and communicating with stakeholders.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Technology Plan Phase 3:

Complete wireless access points installation district wide.
Ongoing management system for technology devices in the district.
Develop district-wide IT Training Program.
Complete Yermo Elementary Computer Lab.

Local Metric: Implementation of Tech Plan Phase 3.
Local Metric: Professional Development offered to all users.
Local Metric: Develop and administer IT survey for all staff.

ACTUAL

Technology Plan Phase 3:

Completed wireless access points installation district wide.
Ongoing management system for technology devices in the district.
Developed district-wide IT Training Program.
Completed Yermo Elementary Computer Lab.

Local Metric: Implementation of Tech Plan Phase 3.
Local Metric: Professional Development offered to all users.
Local Metric: IT Developed and administered Tech survey for all staff.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services	PLANNED	ACTUAL
	Continue usage Illuminate (Data/Assessment System) District-wide.	Continued usage Illuminate (Data/Assessment System) District-wide.

	A) Pay Illuminate annual subscription fee. B) Continue with staff development for additional modules.	A) Paid Illuminate annual subscription fee. B) Continued with staff development for additional modules.
Expenditures	BUDGETED A 5800: Professional/Consulting Services And Operating Expenditures Base 13,500 B 5800: Professional/Consulting Services And Operating Expenditures Base 2,000	ESTIMATED ACTUAL A 5800: Professional/Consulting Services And Operating Expenditures Base 11,572 B 5800: Professional/Consulting Services And Operating Expenditures Base 0

Action **2**

Actions/Services	PLANNED Implementation of Technology Plan (Phase 3). A) Continue Lease payment associated with purchase of new desktops and laptops district-wide. B) Continue providing professional development in technology.	ACTUAL Implemented Technology Plan (Phase 3). A) Continued Lease payment associated with purchase of new desktops and laptops district-wide. B) Continued providing professional development in technology.
Expenditures	BUDGETED A 5600: Rentals, Leases, Repairs, and Non-capitalized improvements Base 235,000 B 5800: Professional/Consulting Services And Operating Expenditures Base 15,000	ESTIMATED ACTUAL A 5600: Rentals, Leases, Repairs, and Non-capitalized improvements Base 233,793 B 5200: Travel and Conferences Base 9,616

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Silver Valley teachers and administrators continued using Illuminate Software to disaggregate and analyze student assessment data. These assessments included Smarter Balanced cumulative (ICA) and block (IBA) assessments, CAASPP data and CELDT data. Teachers and administrators were able to adjust their instructional strategies and program, based on this data, to better meet the needs of our students. Silver Valley USD successfully completely phase 3 of the technology plan which included the following: * Completed year 3 of the desktop and laptop lease program * Completed installation of wireless access points in every classroom district wide * Completed Google Certification training for certificated and classified staff

	* Developed and implemented a "Tech Boot Camp" for new employees
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	As a result of implementation of phase 3 of the technology plan, SVUSD schools now have wireless access points in every classroom district wide, which allows greater access to the internet on multiple devices, which promotes 21st Century learning skills. Google certification allows our teachers, administrators and classified staff to increase their effectiveness and efficiency in the Google environment. Technology Boot Camp for our new employees helps them to quickly learn the software, hardware, email and protocols that Silver Valley uses, increasing their ability to be successful in their jobs.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There were no material changes in budgeted and estimated actual expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The action steps in the 2016-17 LCAP were part of the Technology Plan, Phase 3 and were completed in 2016-17. We have new action steps for the 2017-18 school year.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3	Increase staff and family's ability to support student academic, social/emotional and physical needs.

State and/or Local Priorities Addressed by this goal:

STATE	☐	1	☐	2	☒	3	☐	4	☒	5	☒	6	☐	7	☐	8
COE	☐	9	☐	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Schools better meet the social, emotional and physical needs of students and regularly assess the school's ability to do so. More students feel safe, secure and connected to school where increased student achievement is expected and supported.

Increased parent/family education and involvement, at their children's school site, will have a positive effect on Student Achievement, Behavior and Attendance.

Local Metric: Parents/Caregivers reporting that their input is welcomed will remain above 95%
Local Metric: Full parent membership and participation on ELAC will increase to 100%
Local Metric: Schools with full parent membership and participation on School Site Council will remain at 100%

State Metric: Attendance rates will meet or exceed 95%
State Metric: Chronic absenteeism will maintain under 5.5%
Local Metric: Truancy rates will decrease to 28%
State Metric: Middle school dropout rates will maintain at 0%
State Metric: High school dropout rate will remain below 5%
State Metric: High school graduation rate will remain above 90%

State Metric: Student suspension rate will maintain under 6%
State Metric: Student expulsion rate will maintain under 1%

ACTUAL

Schools better meet the social, emotional and physical needs of students and regularly assess the school's ability to do so. More students feel safe, secure and connected to school where increased student achievement is expected and supported.

Increased parent/family education and involvement, at their children's school site, will have a positive effect on Student Achievement, Behavior and Attendance.

Local Metric: 96% of Parents/Caregivers reported that their input is welcomed
Local Metric: 100% of full parent membership and participation on ELAC
Local Metric: 100% of schools had full parent membership and participation on School Site Council

State Metric: Attendance rates was 93.36%
State Metric: Chronic absenteeism rate was 5.69%
Local Metric: Truancy rates was 45.99%
State Metric: Middle school dropout rate maintained at 0%
State Metric: High school dropout rate maintained below 5%
State Metric: High school graduation rate was 97%

State Metric: Student suspension rate was 2.86%
State Metric: Student expulsion rate maintained under 1%
State Metric: Students reporting feeling engaged and interested in school will increase to 86%

State Metric: Promotion of Parental Participation

State Metric: Students reporting feeling engaged and interested in school will increase to 86% State Metric: Promotion of Parental Participation Local Metric: Parent Leadership training opportunities will increase State Metric: Efforts to seek parent input Local Metric: Continue Site Strategic Planning at every site Local Metric: Increase the amount of parents that participate in district survey 2014-15: 182 parent responses 2015-16: 530 parent responses	Local Metric: Parent Leadership training opportunities will increased (PASS Classes, DAC, SSC, Site/District Strategic Planning, PTA/PTO) State Metric: Efforts to seek parent input Local Metric: Site Strategic Planning was held at every site (100%) Local Metric: Increase the amount of parents that participate in district survey 2014-15: 182 parent responses 2015-16: 530 parent responses 2016-17: 514 parent responses

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

	PLANNED	ACTUAL
Actions/Services	Implement next phase of PBIS at all sites. A) Substitute teachers for release time for PBIS trainings. B) Associated Health & Welfare Benefits. C) Staff Development on SWIS program to track PBIS Effectiveness.	Implemented next phase of PBIS at all sites. A) Substitute teachers for release time for PBIS trainings. B) Associated Health & Welfare Benefits. C) Staff Development on SWIS program to track PBIS Effectiveness.
Expenditures	BUDGETED A 1100: Certificated Teachers' Salaries Base 10,000 B 3000-3999: Employee Benefits Base 1,500 C 5800: Professional/Consulting Services And Operating Expenditures Base 2,500	ESTIMATED ACTUAL A 1100: Certificated Teachers' Salaries Base 10,640 B 3000-3999: Employee Benefits Base 1,808 C 5800: Professional/Consulting Services And Operating Expenditures Base 0

Action 2

	PLANNED	ACTUAL
Actions/Services		

	Continue to Implement small group social skills interventions at all sites. A) Purchase social skills intervention curriculum and materials. B) Staff Development for social skills curriculum implementation.	Continued to Implement small group social skills interventions at all sites. A) Purchased social skills intervention curriculum and materials. B) Staff Development for social skills curriculum implementation.
Expenditures	BUDGETED A 4300: Materials and Supplies Base 2,000 B 5800: Professional/Consulting Services And Operating Expenditures Base 2,000	ESTIMATED ACTUAL A 4300: Materials and Supplies Base 0 B 5800: Professional/Consulting Services And Operating Expenditures Base 0

Action 3

Actions/Services	PLANNED Continue usage of SWIS data system for PBIS. A) Renew 6 site licenses of SWIS data system.	ACTUAL Purchased Tableau Software to track student behavior data to support PBIS.
Expenditures	BUDGETED A 5800: Professional/Consulting Services And Operating Expenditures Base 3,500	ESTIMATED ACTUAL A 5800: Professional/Consulting Services And Operating Expenditures Title I 15,068

Action 4

Actions/Services	PLANNED Continue to Implement Site Strategic Planning at all sites. A) Substitute teachers for release time for site strategic planning preparation and participation. B) Associated Health & Welfare Benefits.	ACTUAL Continued to Implement Site Strategic Planning at all sites. A) Substitute teachers for release time for site strategic planning preparation and participation. B) Associated Health & Welfare Benefits.
Expenditures	BUDGETED A 1100: Certificated Teachers' Salaries Base 4,500 B 3000-3999: Employee Benefits Base 800	ESTIMATED ACTUAL A 1100: Certificated Teachers' Salaries Base 5,040 B 3000-3999: Employee Benefits Base 209

Action 5

	PLANNED	ACTUAL
Actions/Services	Expand parent education programs for EL, RFEP, Foster Youth and LI students. A) Purchase Curriculum and Instructional materials for parent training. B) Expenses related to consultants, child care, translators and refreshments for parent trainings.	Expanded parent education programs for EL, RFEP, Foster Youth and LI students. A) Purchased Curriculum and Instructional materials for parent training. B) Expenses related to consultants, child care, translators and refreshments for parent trainings. C) Certificated salaries to facilitate the parent trainings D) Classified salaries for child care for parent trainings E) Associated Health & Welfare Benefits
Expenditures	BUDGETED A 4300: Materials and Supplies Base 3,000 B 5800: Professional/Consulting Services And Operating Expenditures Base 7,000	ESTIMATED ACTUAL A 4300: Materials and Supplies Base 0 B 5800: Professional/Consulting Services And Operating Expenditures Base 2,229 C 1000-1999: Certificated Personnel Salaries Base 1,808 D 2000-2999: Classified Personnel Salaries Base 1,838 E 3000-3999: Employee Benefits Base 547

Action 6

	PLANNED	ACTUAL
Actions/Services	Maintain increased counseling services district-wide (3 FTE). A) Two certificated FTE (2 Counselors). B) Associated health & welfare benefits cost. C) Contract for independent counseling services.	Maintained increased counseling services district-wide (3 FTE). A) Two certificated FTE (2 Counselors). B) Associated health & welfare benefits cost. C) Contracted for independent counseling services.
Expenditures	BUDGETED A 1200: Certificated Pupil Support Salaries Supplemental 110,000 B 3000-3999: Employee Benefits Supplemental 65,000 C 5800: Professional/Consulting Services And Operating Expenditures Supplemental 87,000	ESTIMATED ACTUAL A 1200: Certificated Pupil Support Salaries Supplemental 108,252 B 3000-3999: Employee Benefits Supplemental 57,797 C 5800: Professional/Consulting Services And Operating Expenditures Supplemental 87,803

Action 7

	PLANNED	ACTUAL
Actions/Services	Provide School Resources Officer to improve attendance rates, decrease suspensions, decrease expulsions, and improve other school climate and student engagement priorities for sites with higher EL, RFEP, Foster Youth, and LI students. A) School Resource Officer Contract.	Provided School Resources Officer to improve attendance rates, decrease suspensions, decrease expulsions, and improve other school climate and student engagement priorities for sites with higher EL, RFEP, Foster Youth, and LI students. A) School Resource Officer Contract.
Expenditures	BUDGETED A 5800: Professional/Consulting Services And Operating Expenditures Supplemental 100,000	ESTIMATED ACTUAL A 5800: Professional/Consulting Services And Operating Expenditures Supplemental 174,515

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Silver Valley USD implemented all action step and services described in Goal 3, Student/Parent Support. Among the action steps that had a significant, positive impacts were PBIS Implementation at all sites, Small Group Social Skills, and Site Strategic Planning at all sites.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The action steps and services in Goal 3, Student/Parent Support, produced excellent results for Silver Valley USD. PBIS was implemented at all 7 sites and survey results indicated that 96% of parents agreed that students are recognized and rewarded for good choices and behaviors. All seven sites held Site Strategic Planning with their community and staff to share results of annual goals and gather input for their site strategic plan. Silver Valley USD offered many opportunities for parent leadership and involvement. Among these opportunities were, PASS (Parents Advocating for Student Success), DAC (District Advisory Committee), Site Strategic Planning, SSC (School Site Council), and the district LCAP/Strategic Plan committee. 96% of parents surveyed reported their input was valued at their school sites.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There are 3 material differences in budget and expenditure for goal 3, Student/Parent Support was the expense for the School Resource Officer. The expenditure was approximately $75,000 more than the budgeted amount. For action 3.5, associated costs were itemized for certificated and classified employees participating in Parent Leadership classes. Finally, action 3.3 came in higher than budget as a result of purchasing a more comprehensive data collection program that will provide more accurate and detailed data to implement PBIS.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	SVUSD continues to collect and analyze student behavior data through a new software program called Tableau. We are no longer using the SWIS system for these purposes. SVUSD decided not to contract with the San Bernardino Sheriff's Department for a School Resource Officer for the 2017-18 school year. Through stake-holder engagement, SVUSD believes that PBIS, Parent Involvement and site specific strategies will improve student attendance and reduce student suspensions.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

Build individual leadership skill of teachers,administrators and parents for fostering positive relationships, effective communication, and creating a culture of recognition and excellence.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Stronger leadership from teachers, parents and administrators will result in more effective instructional practices, high expectations and ultimately, higher student achievement.

State Metric: Maintain 100% of teachers appropriately assigned
State Metric: Maintain 100% compliance with student access to instructional materials
State Metric: Maintain 100% compliance with facilities in good repair
State Metric: Maintain 100% highly qualified teacher rate

Local Metric: % of teachers surveyed that feel their Administrator helps teachers will maintain above 80%
Local Metric: % of teachers surveyed that feel Administrators provide organizational support for teacher collaboration will maintain above 80%
Local Metric: % of staff surveyed that feel Supervisors recognize excellence will maintain above 80%
Local Metric: 100% of Induction teachers will complete all program requirements
Local Metric: SVUSD will increase the number of Managing Up letters, recognizing employee excellence (15 in 2015-16)

ACTUAL

Stronger leadership from teachers, parents and administrators will result in more effective instructional practices, high expectations and ultimately, higher student achievement.

State Metric: Maintained 97% of teachers appropriately assigned
State Metric: Maintained 100% compliance with student access to instructional materials
State Metric: Maintained 100% compliance with facilities in good repair
State Metric: Maintained 100% highly qualified teacher rate

Local Metric: 90% of staff surveyed that feel their Administrator is a support for them
Local Metric: 88% of teachers surveyed that feel Administrators provide organizational support for teacher collaboration
Local Metric: 84% of staff surveyed that feel Supervisors recognize excellence
Local Metric: 100% of Induction teachers will complete all program requirements
Local Metric: SVUSD increased the number of Managing Up letters, recognizing employee excellence to 17 (15 in 2015-16)

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

	PLANNED	ACTUAL
Actions/Services	Continue to expand leadership opportunities for Teacher, Classified and Administrative staff. A) Substitute employees for staff attending leadership professional development trainings as necessary. B) Associated Health & Welfare Benefits. C) Cost for conferences, workshops, and trainings for certificated, classified and management staff. D) Cost for consultants/coaches for leadership development.	Continued to expand leadership opportunities for Teachers, Classified and Administrative staff. A) Substitute employees for staff attending leadership professional development trainings as necessary. B) Associated Health & Welfare Benefits. C) Cost for conferences, workshops, and trainings for certificated, classified and management staff. D) Cost for consultants/coaches for leadership development.
Expenditures	BUDGETED A 1100: Certificated Teachers' Salaries Base 8,000 B 3000-3999: Employee Benefits Base 1,200 C 5200: Travel and Conferences Base 25,000 D 5800: Professional/Consulting Services And Operating Expenditures Base 50,000	ESTIMATED ACTUAL A 1100: Certificated Teachers' Salaries Base 8,060 B 3000-3999: Employee Benefits Base 1,451 C 5200: Travel and Conferences Base 48,275 D 5800: Professional/Consulting Services And Operating Expenditures Base 52,400

Action 2

	PLANNED	ACTUAL
Actions/Services	Survey Parents, Students and Staff to evaluate school climate and Instructional Leadership at each site.	Survey Parents, Students and Staff to evaluate school climate and Instructional Leadership at each site.
Expenditures	BUDGETED There was no cost for this action step. 0	ESTIMATED ACTUAL There was no cost for this action step. 0

Action 3

	PLANNED	ACTUAL
Actions/Services	Leadership Development will be an emphasis of every District and Site PLC meeting.	Leadership Development will be an emphasis of every District and Site PLC meeting.

Expenditures	BUDGETED There was no cost for this action step. 0	ESTIMATED ACTUAL There was no cost for this action step. 0

Action 4

Actions/Services	PLANNED SVUSD will provide beginning teachers with a fully paid induction program to support them and mentor them. A) Stipends for reflective coaches (mentor teachers). B) Associated Health & Benefits. C) Participation fee for beginning teachers.	ACTUAL SVUSD provided beginning teachers with a fully paid induction program to support them and mentor them. A) Stipends for reflective coaches (mentor teachers). B) Associated Health & Benefits. C) Participation fee for beginning teachers.
Expenditures	BUDGETED A 1100: Certificated Teachers' Salaries Base 25,000 B 3000-3999: Employee Benefits Base 8,000 C 5800: Professional/Consulting Services And Operating Expenditures Base 12,000	ESTIMATED ACTUAL A 1100: Certificated Teachers' Salaries Title II 48,972 3000-3999: Employee Benefits Title II 6,672 C 5800: Professional/Consulting Services And Operating Expenditures Title II 27,900

Action 5

Actions/Services	PLANNED SVUSD will develop and implement a recruitment schedule to find the most qualified teachers to hire annually. A) Travel expenses for recruiting.	ACTUAL SVUSD developed and implemented a recruitment schedule to find the most qualified teachers to hire. A) Travel expenses for recruiting.
Expenditures	BUDGETED A 5200: Travel and Conferences Base 35,000	ESTIMATED ACTUAL A 5200: Travel and Conferences Base 10,000

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Silver Valley USD implemented all action steps and services described in goal 4, District Stability. Among the action steps that had a significant, positive impacts were Professional Development in Leadership, stakeholder feedback through surveys, and fully paid induction program for all new teachers in the district.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	As a result of implementing the action steps and services of goal 4, District Stability, Silver Valley USD achieved excellent results. Leadership is the primary aspect of district stability for Silver Valley USD. Survey results indicate that 90% of staff feel supported by department or site leadership, 88% of staff believe collaboration is promoted, 84% of staff agree that excellence is recognized and rewarded. Silver Valley USD provided all new teachers with an effective, fully paid induction program which provided excellent support and mentoring in the classroom.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There were two action steps that had material differences in budget and actual expenditures. The first was action 4.4, which was paying for teacher induction program. The cost ran higher because Silver Valley USD had more participants in the BTSA program than was anticipated. Action 4.5, teacher recruitment was significantly less than the amount budgeted due to a reduction in recruitment trips and other recruitment related activities.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	There were no material changes in Goal 4, District Stability.

Stakeholder Engagement

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

INTRODUCTION

Silver Valley Unified School District understands the importance and value of meaningful stakeholder input in developing the District LCAP. In an effort to engage stakeholders at a high level, SVUSD has implemented a variety of meetings and activities to involve stakeholders in the LCAP process (listed below).

District Strategic Planning/LCAP Team

During the 2016-17 school year, Silver Valley Unified School District continued to engage in the strategic planning process. That process includes: Biannual Stakeholder Meetings known as District Strategic Planning Team, held in the fall and in spring of each year. These meetings are an opportunity for certificated and classified staff, Administrators, Board Members, parent representatives of Low Income, Foster Youth, and English Language Learners Students and Community members to collaborate in the development, monitoring, and celebration of district efforts to improve student outcomes, both academic and social/emotional. Each meeting provides an overview of accomplishments, including student achievement data, survey results, student presentations, program presentations, and significant opportunities for stakeholders to discuss and recommend actions to strengthen or revise the district plan. This process has become ingrained in the district culture and will continue as a part of the development, monitoring and revision of the district's LCAP. Meetings were held on the following dates: October 24, 2016 which discussed the Student Achievement and District Stability goals and May 12, 2017 which discussed Student/Parent Support and Technology goals. It is at the annual May meeting the the planning team reviews and approves the LCAP prior to submission to the hearings at the Board of Trustees meetings each June.

Site Strategic Planning

Throughout the 2016-17 school year, Silver Valley Unified School District continued the strategic planning process at all its school sites. These meetings were comprised of teachers, parents, community members and students. During these meetings the teams would discuss each site's areas of focus for the upcoming year. That information is compiled and the district uses it to inform the District LCAP and Strategic Plan. Also during the meetings the District shares the four goals of its LCAP, results it has achieved through new and existing initiatives and the role the site strategic planning teams play in those decisions.

The site strategic planning meetings were held on the following dates:

TVIS 9/27/16
FIMS 10/17/16
LES 11/17/16
YES 1/26/17
NES 2/15/17
SVHS 3/6/17
AEC 4/12/17

School Site Council Meetings

The District's LCAP was shared at all school site council meetings to allow for parents, students, and staff to ask questions, review the plan and give input on the next year's plan prior to Board approval.

Surveys

Silver Valley Unified School District developed surveys for staff, community members and students (elementary, middle and high school). These surveys were developed by WestEd in an effort to, "... provide a means to confidentially obtain staff and community perceptions about learning and teaching conditions for both general and special education, in order to inform decisions about professional development, instruction, the implementation of learning supports, and school reform. Underlying the survey is research and theory supporting the importance of fostering school environments that are academically challenging, caring, participatory, safe, and healthy."

Survey Results

Parent responses--514
School Site Staff responses--160
Non-school Site Staff responses--39
Elementary/Middle School Student responses-- 565
High School Student responses--354
Total Survey Responses--1,473

Communication with Stakeholders

Following all District Strategic Planning meetings, SVUSD publishes a newsletter highlighting the days activities and information. These are posted at the school sites and on the district web page for the public to view. SVUSD also publishes a newsletter three times a year (Fall, Spring, End of Year) that highlights not only the district achievements, but also the information shared at all site strategic planning meetings.

District Advisory Council (DAC)/District English Language Advisory Council (DELAC)

SVUSD holds DAC/DELAC meetings regularly throughout the school year. At these meetings the Council reviews and discusses the district's LCAP and it purpose. Members are encouraged to ask questions and provide input. At the last meeting of the school year the DAC/DELAC reviews the district LCAP and approves it to go on to the School Board for approval. Meetings for the 16-17 school year were held on the following dates:

September 19, 2016
November 7, 2016
February 3, 2017
April 3, 2017
May 18,2017

The SVUSD LCAP was presented for public hearing on June 6, 2017 and was approved by the SVUSD Board of Education on June 20, 2017.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

From these meetings and activities input from stakeholders centered around the following questions: 1) What does the district/school site need to continue? 2) What can the district/school site improve/start doing? 3) What impact will these initiatives have on: student outcomes; staff morale; district stability? 4) What are some ways we might support building a stronger learning culture for all students? (INFO FROM SPRING UPDATE)

Recommendations that resulted in modifications, additions or deletions include the following:

- -On-boarding is an important process that increases staff confidence and competence and makes the district stronger, more stable (Goal 4)
- -RtI classes for not only ELA, but Math are essential to student success (Goal 1, 3)
- -Professional development for Next Generation Science Standards will be an essential next step for SVUSD (Goal 1)
- -Google Classroom and Google Platform training for certificated and classified staff (Goal 2, 4)

The district Strategic Plan is built on four overarching strategies which will continue for the 2017-2020 LCAP:

1. Student Achievement (State Priority: 2, 4, 7, 8)
2. Technology for Learning (State Priority: 1)
3. Student/Parent Support (State Priority: 6,5,3)
4. District Stability (State Priority: 1)

The results of this review and revision process has been used to update the District Strategic Plan and are foundational to the LCAP considerations.
Some of the specific recommendations were:
1. Provide high quality professional development for classroom teachers, principals, administrators an other community based personnel that increases the ability to meet the differing needs of English Learners in the regular classroom curriculum increasing their access to a well balanced curriculum.
2. Professional development for CCSS. state assessments and curricula/programs tied to the state standards.
3. Professional development and training to integrate technology into the curricula and instruction to improve teaching, learning and technology literacy.
4. Training to enable teachers to address the needs of students with different learning styles, particularly students with disabilities, special learning needs (GATE) & (ELD)

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New ☐ Modified ☒ Unchanged

Goal 1

All students will achieve proficiency or better in ELA and Mathematics while receiving appropriate academic supports and a well balanced course of study, including Career Technical Education.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8
COE ☐ 9 ☐ 10
LOCAL

Identified Need

SVUSD STRATEGIC PLAN STRATEGY 1

The transition from previous state standards to Common Core State Standards (CCSS) has begun, but, according to teacher survey results, needs to be fully developed with appropriate resources including materials, training and support. 89% of teachers surveyed agreed or strongly agreed that SVUSD has provided high quality CCSS professional development. 72% of teachers surveyed believe SVUSD is implementing CCSS effectively. There is a need to improve in these areas.

Analysis of current student achievement data indicates that on average the annual rate of proficiency is 54% for ELA and 41% for Mathematics District wide. There is a need to improve student achievement. We have also identified 2 sub-groups that have under-performed compared to our district as a whole. Those two sub-groups are English Learners in math and language arts and students with disabilities in the area of language arts. There is a need to improve student achievement for both of these sub-groups.

Career/ Technical Education integration was identified as a need for SVUSD to effectively implement the Common Core. In 2016-2017, SVUSD students completed 481 CTE courses. There is a need to both infuse CTE and to expand opportunities for CTE experiences. CTE course pathways with ROP integration are needed.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Metric: % of EL students that are Reclassified State Metric: EL proficiency on CELDT	State Metric: % EL students that are Reclassified is 17% State Metric: % EL proficiency on CELDT is 51%	State Metric: % of EL students that are Reclassified will increase to 23%	State Metric: % of EL students that are Reclassified will increase to 28%	State Metric: % of EL students that are Reclassified will increase to 32%

State Metric: % of students making annual progress on CELDT State Metric: % of students the meet or exceed the standard in Math (CAASPP) State Metric: % of students the meet or exceed the standard in ELA (CAASPP) State Metric: % of students passing AP Exams with a 3 or higher State Metric: % of 11th and 12th grade students enrolled in at least one AP course State Metric: % of students Ready/Cond. Ready EAP (ELA) State Metric: % of students Ready/Cond. Ready EAP (Math) State Metric: % of high school students completing UC/CSU A-G required courses Local Metric: % of teachers who believe SVUSD is providing high quality CCSS professional development Local Metric: % of teachers who believe SVUSD is effectively implementing CCSS Local Metric: Effective academic Interventions at all 7 sites. Local Metric: % of students receiving RTI that make 1 years growth in reading and math lexile score Local Metric: Amount of CTE Courses completed for SVHS and AEC students	State Metric: % EL students making annual progress on CELDT is 64% State Metric: % of students the meet or exceed the standard in Math is 41% State Metric: % of students the meet or exceed the standard in ELA is 54% State Metric: % of students passing AP Exams with a 3 or higher is 51% State Metric: % of 11th and 12th grade students will be enrolled in at least one AP class is 27% State Metric: % of students Ready or Cond. Ready on EAP (ELA) is 62% State Metric: % of students Ready or Cond. Ready EAP (Math) is 25% State Metric: % of high school students completing UC/CSU A-G required courses is 27% Local Metric: 89% of teachers believe SVUSD is providing high quality CCSS professional development Local Metric: 72% of teachers believe SVUSD is effectively implementing CCSS Local Metric: Effective academic Interventions are in place at all 7 sites (100%) Local Metric: 66% of students receiving RTI have made 1 years growth in reading and math lexile score	State Metric: EL proficiency on CELDT will increase to 60% State Metric: % of students making annual progress on CELDT) will increase to 67% State Metric: % of students the meet or exceed the standard in Math will be 45% State Metric: % of students the meet or exceed the standard in ELA will be 57% State Metric: % of students passing AP Exams with a 3 or higher is 54% State Metric: % of 11th and 12th grade students will be enrolled in at least one AP class will increase to 32% State Metric: % of students passing EAP (ELA) will increase to 65% State Metric: % of students passing EAP (Math) will increase to 30% State Metric: % of high school students completing UC/CSU A-G required courses will increase to 30% Local Metric: % of teachers who believe SVUSD is providing high quality CCSS professional development will remain above 80% Local Metric: % of teachers who believe SVUSD is effectively implementing CCSS will increase to 80% Local Metric: Effective academic Interventions are in place at all 7 sites (100%)	State Metric: EL proficiency on CELDT will increase to 63% State Metric: % of students making annual progress on CELDT) will increase to 70% State Metric: % of students the meet or exceed the standard in Math will be 48% State Metric: % of students the meet or exceed the standard in ELA will be 60% State Metric: % of students passing AP Exams with a 3 or higher is 57% State Metric: % of 11th and 12th grade students will be enrolled in at least one AP class will increase to 35% State Metric: % of students passing EAP (ELA) will increase to 68% State Metric: % of students passing EAP (Math) will increase to 33% State Metric: % of high school students completing UC/CSU A-G required courses will increase to 33% Local Metric: % of teachers who believe SVUSD is providing high quality CCSS professional development will remain above 80% Local Metric: % of teachers who believe SVUSD is effectively implementing CCSS will remain above 80% Local Metric: Effective academic Interventions are in place at all 7 sites (100%)	State Metric: EL proficiency on CELDT will increase to 68% State Metric: % of students making annual progress on CELDT) will increase to 73% State Metric: % of students the meet or exceed the standard in Math will be 50% State Metric: % of students the meet or exceed the standard in ELA will be 62% State Metric: % of students passing AP Exams with a 3 or higher is 60% State Metric: % of 11th and 12th grade students will be enrolled in at least one AP class will increase to 38% State Metric: % of students passing EAP (ELA) will increase to 70% State Metric: % of students passing EAP (Math) will increase to 35% State Metric: % of high school students completing UC/CSU A-G required courses will increase to 36% Local Metric: % of teachers who believe SVUSD is providing high quality CCSS professional development will remain above 80% Local Metric: % of teachers who believe SVUSD is effectively implementing CCSS will remain above 80% Local Metric: Effective academic Interventions are in place at all 7 sites (100%)

	Local Metric: 481 completed CTE Courses for SVHS and AEC students	Local Metric: 70% of students receiving RTI will make 1 years growth in reading and math lexile score Local Metric: Increased amount of CTE Courses for SVHS and AEC students by 490	Local Metric: 75% of students receiving RTI will make 1 years growth in reading and math lexile score Local Metric: Increased amount of CTE Courses for SVHS and AEC students by 500	Local Metric: 80% of students receiving RTI will make 1 years growth in reading and math lexile score Local Metric: Increased amount of CTE Courses for SVHS and AEC students by 510

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Implement Common Core State Standards that improve student achievement by providing high quality	Implement Common Core State Standards that improve student achievement by providing high quality	Implement Common Core State Standards that improve student achievement by providing high quality

2017-18	2018-19	2019-20
professional development for classroom teachers, principals, administrators, and other school and community based personnel. 4 Cs (Collaboration, Critical Thinking, Communication and Creativity/innovation) is embedded in all training focusing on lesson planning and effective classroom practices to promote those skills. A) Substitute costs for Teachers and staff to attend trainings. B) Associated Health & Welfare Benefits. C) District approved consultants to plan, deliver and evaluate professional development and changes in teacher instructional practice. D) Purchase Instructional Materials and Curriculum for CCSS.	professional development for classroom teachers, principals, administrators, and other school and community based personnel. 4 Cs (Collaboration, Critical Thinking, Communication and Creativity/innovation) is embedded in all training focusing on lesson planning and effective classroom practices to promote those skills. A) Substitute costs for Teachers and staff to attend trainings. B) Associated Health & Welfare Benefits. C) District approved consultants to plan, deliver and evaluate professional development and changes in teacher instructional practice. D) Purchase Instructional Materials and Curriculum for CCSS.	professional development for classroom teachers, principals, administrators, and other school and community based personnel. 4 Cs (Collaboration, Critical Thinking, Communication and Creativity/innovation) is embedded in all training focusing on lesson planning and effective classroom practices to promote those skills. A) Substitute costs for Teachers and staff to attend trainings. B) Associated Health & Welfare Benefits. C) District approved consultants to plan, deliver and evaluate professional development and changes in teacher instructional practice. D) Purchase Instructional Materials and Curriculum for CCSS.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	30,000	Amount	35,000	Amount	40,000
Source	Title II	Source	Title II	Source	Title II
Budget Reference	1100: Certificated Teachers' Salaries A	Budget Reference	1100: Certificated Teachers' Salaries A	Budget Reference	1100: Certificated Teachers' Salaries A
Amount	4,500	Amount	5,250	Amount	6,000
Source	Title II	Source	Title II	Source	Title II
Budget Reference	3000-3999: Employee Benefits B	Budget Reference	3000-3999: Employee Benefits B	Budget Reference	3000-3999: Employee Benefits B
Amount	115,000	Amount	130,000	Amount	150,000
Source	Base	Source	Base	Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures C	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures C	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures C
Amount	80,000	Amount	80,000	Amount	80,000

Source	Base	Source	Base	Source	Base
Budget Reference	4300: Materials and Supplies D	Budget Reference	4300: Materials and Supplies D	Budget Reference	4300: Materials and Supplies D

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide high school summer school program. A) Certificated salaries for summer school. B) Classified salaries for summer school. C) Associated Health & Benefits. D) Materials / Software for summer school program.	Provide high school summer school program. A) Certificated salaries for summer school. B) Classified salaries for summer school. C) Associated Health & Benefits. D) Materials / Software for summer school program.	Provide high school summer school program. A) Certificated salaries for summer school. B) Classified salaries for summer school. C) Associated Health & Benefits. D) Materials / Software for summer school program.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	60,000	Amount	65,000	Amount	70,000
Source	Base	Source	Base	Source	Base
Budget Reference	1100: Certificated Teachers' Salaries A	Budget Reference	1100: Certificated Teachers' Salaries A	Budget Reference	1100: Certificated Teachers' Salaries A
Amount	20,000	Amount	25,000	Amount	30,000
Source	Base	Source	Base	Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries B	Budget Reference	2000-2999: Classified Personnel Salaries B	Budget Reference	2000-2999: Classified Personnel Salaries B
Amount	10,000	Amount	13,000	Amount	16,000
Source	Base	Source	Base	Source	Base
Budget Reference	3000-3999: Employee Benefits C	Budget Reference	3000-3999: Employee Benefits C	Budget Reference	3000-3999: Employee Benefits C
Amount	1,000	Amount	1,500	Amount	2,000
Source	Base	Source	Base	Source	Base
Budget Reference	4300: Materials and Supplies D	Budget Reference	4300: Materials and Supplies D	Budget Reference	4300: Materials and Supplies D

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☒ Specific Schools: Lewis Elementary ☒ Specific Grade spans: Pre-School Students

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Support for pre-school students attending Colin Powell County Pre-School Program at Fort Irwin National Training Center in the form of nutritional services, tuition assistance and educator salary.	Support for pre-school students attending Colin Powell County Pre-School Program at Fort Irwin National Training Center in the form of nutritional services, tuition assistance and educator salary.	Support for pre-school students attending Colin Powell County Pre-School Program at Fort Irwin National Training Center in the form of nutritional services, tuition assistance and educator salary.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	300,000	Amount	365,000	Amount	400,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures A	Budget Reference	5000-5999: Services And Other Operating Expenditures A	Budget Reference	5000-5999: Services And Other Operating Expenditures A

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Implement a Response to Intervention program at every site. A) Pay for RTI Certificated salaries (2 FTE). B) Associated Health & Welfare Benefits. C) Purchase instructional materials and supplies for RTI Programs. D) Professional development, licenses and services for RTI programs.	Implement a Response to Intervention program at every site. A) Pay for RTI Certificated salaries (2 FTE). B) Associated Health & Welfare Benefits. C) Purchase instructional materials and supplies for RTI Programs. D) Professional development, licenses and services for RTI programs.	Implement a Response to Intervention program at every site. A) Pay for RTI Certificated salaries (2 FTE). B) Associated Health & Welfare Benefits. C) Purchase instructional materials and supplies for RTI Programs. D) Professional development, licenses and services for RTI programs.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	164,303	Amount	170,000	Amount	175,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1100: Certificated Teachers' Salaries A	Budget Reference	1100: Certificated Teachers' Salaries A	Budget Reference	1100: Certificated Teachers' Salaries A
Amount	29,758	Amount	60,000	Amount	65,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	3000-3999: Employee Benefits B	Budget Reference	3000-3999: Employee Benefits B	Budget Reference	3000-3999: Employee Benefits B
Amount	10,000	Amount	10,000	Amount	10,000
Source	Supplemental	Source	Supplemental	Source	Supplemental

Budget Reference	4300: Materials and Supplies C	Budget Reference	4300: Materials and Supplies C	Budget Reference	4300: Materials and Supplies C
Amount	130,000	Amount	140,000	Amount	150,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures D	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures D	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures D

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☐ All Schools ☒ Specific Schools: Silver Valley High School and Alternative Education Center ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue the administration of post graduation, skills and interest inventory (Naviance) to help students plan for College or Career. A) Purchase annual subscription for Naviance.	Continue the administration of post graduation, skills and interest inventory (Naviance) to help students plan for College or Career. A) Purchase annual subscription for Naviance.	Continue the administration of post graduation, skills and interest inventory (Naviance) to help students plan for College or Career. A) Purchase annual subscription for Naviance.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	8,400	Amount	8,400	Amount	8,400
Source	Governors CTE Initiative: California Partnership Academies	Source	Governors CTE Initiative: California Partnership Academies	Source	Governors CTE Initiative: California Partnership Academies
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures A	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures A	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures A

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☐ All Schools ☒ Specific Schools: Silver Valley High School and Alternative Education Center ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to expand CTE courses district-wide. A) Certificated salaries for CTE positions (3 FTE). B) Associated Health & Welfare Benefits.	Continue to expand CTE courses district-wide. A) Certificated salaries for CTE positions (3 FTE). B) Associated Health & Welfare Benefits.	Continue to expand CTE courses district-wide. A) Certificated salaries for CTE positions (3 FTE). B) Associated Health & Welfare Benefits.

C) Professional development, licenses and services for CTE courses.	C) Professional development, licenses and services for CTE courses.	C) Professional development, licenses and services for CTE courses.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	203,000	Amount	207,000	Amount	215,000
Source	Base	Source	Base	Source	Base
Budget Reference	1100: Certificated Teachers' Salaries A	Budget Reference	1100: Certificated Teachers' Salaries A	Budget Reference	1100: Certificated Teachers' Salaries A
Amount	45,000	Amount	50,000	Amount	55,000
Source	Base	Source	Base	Source	Base
Budget Reference	3000-3999: Employee Benefits B	Budget Reference	3000-3999: Employee Benefits B	Budget Reference	3000-3999: Employee Benefits B
Amount	45,000	Amount	45,000	Amount	45,000
Source	Governors CTE Initiative: California Partnership Academies	Source	Governors CTE Initiative: California Partnership Academies	Source	Governors CTE Initiative: California Partnership Academies
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures C	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures C	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures C

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All Schools ☒ Specific Schools: Yermo Elementary School ☒ Specific Grade spans: TK

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Lower class size for Transitional Kindergarten and Kindergarten classes at Yermo Elementary School (High EL, LI Demographics). A) 2 certificated FTE. B) Associated Health & Welfare Benefits.	Lower class size for Transitional Kindergarten and Kindergarten classes at Yermo Elementary School (High EL, LI Demographics). A) 2 certificated FTE. B) Associated Health & Welfare Benefits.	Lower class size for Transitional Kindergarten and Kindergarten classes at Yermo Elementary School (High EL, LI Demographics). A) 2 certificated FTE. B) Associated Health & Welfare Benefits.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	165,000	Amount	175,000	Amount	175,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1100: Certificated Teachers' Salaries A	Budget Reference	1100: Certificated Teachers' Salaries A	Budget Reference	1100: Certificated Teachers' Salaries A
Amount	65,000	Amount	75,000	Amount	75,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	3000-3999: Employee Benefits B	Budget Reference	3000-3999: Employee Benefits B	Budget Reference	3000-3999: Employee Benefits B
Amount		Amount		Amount	
Budget Reference		Budget Reference		Budget Reference	

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services: ☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☒ Specific Schools: Fort Irwin Middle School, Silver Valley High School, Yermo Elementary School ☒ Specific Grade spans: 6th-12th Grades

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
AVID Program that promotes academic achievement and increases students meeting college readiness requirements for EL, Foster Youth, and LI students. A) Purchase AVID Curriculum and Instructional Materials. B) AVID Field Trips. C) Staff Development (Summer Institute and other AVID Workshops). D) Pay AVID Participation Fee. E) Certificated Salaries for AVID Teachers. F) Classified Salaries for AVID Tutors. G) Associated Employee Benefits.	Maintain AVID Program that promotes academic achievement and increases students meeting college readiness requirements for EL, Foster Youth, and LI students. A) Purchase AVID Curriculum and Instructional Materials. B) AVID Field Trips. C) Staff Development (Summer Institute and other AVID Workshops). D) Pay AVID Participation Fee. E) Certificated Salaries for AVID Teachers. F) Classified Salaries for AVID Tutors. G) Associated Employee Benefits.	Maintain AVID Program that promotes academic achievement and increases students meeting college readiness requirements for EL, Foster Youth, and LI students. A) Purchase AVID Curriculum and Instructional Materials. B) AVID Field Trips. C) Staff Development (Summer Institute and other AVID Workshops). D) Pay AVID Participation Fee. E) Certificated Salaries for AVID Teachers. F) Classified Salaries for AVID Tutors. G) Associated Employee Benefits.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	10,000	Amount	15,000	Amount	15,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	4300: Materials and Supplies A	Budget Reference	4300: Materials and Supplies A	Budget Reference	4300: Materials and Supplies A
Amount	7,000	Amount	8,500	Amount	9,500
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5100: Sub-agreements for Services B	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures B	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures B
Amount	56,400	Amount	58,000	Amount	60,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5200: Travel and Conferences C	Budget Reference	5200: Travel and Conferences C	Budget Reference	5200: Travel and Conferences C
Amount	6,600	Amount	7,000	Amount	7,500
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5300: Dues and Memberships D	Budget Reference	5300: Dues and Memberships D	Budget Reference	5300: Dues and Memberships D
Amount	60,000	Amount	70,000	Amount	75,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1100: Certificated Teachers' Salaries E	Budget Reference	1100: Certificated Teachers' Salaries E	Budget Reference	1100: Certificated Teachers' Salaries E
Amount	7,500	Amount	8,000	Amount	8,500
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries F	Budget Reference	2000-2999: Classified Personnel Salaries F	Budget Reference	2000-2999: Classified Personnel Salaries F
Amount	12,500	Amount	13,500	Amount	14,500
Source	Supplemental	Source	Supplemental	Source	Supplemental

Budget Reference	3000-3999: Employee Benefits G	Budget Reference	3000-3999: Employee Benefits G	Budget Reference	3000-3999: Employee Benefits G

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services: ☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide intervention/enrichment opportunities for EL, RFEP, Foster Youth and LI students before and/or after school at all sites. A) Pay for teachers to provide intervention/enrichment opportunities before and after school. B) Associated Health & Welfare Benefits. C) Purchase curriculum and instructional materials for before or after school program. D) Transportation costs for after school program	Provide intervention/enrichment opportunities for EL, RFEP, Foster Youth and LI students before and/or after school at all sites. A) Pay for teachers to provide intervention/enrichment opportunities before and after school. B) Associated Health & Welfare Benefits. C) Purchase curriculum and instructional materials for before or after school program. D) Transportation costs for after school program	Provide intervention/enrichment opportunities for EL, RFEP, Foster Youth and LI students before and/or after school at all sites. A) Pay for teachers to provide intervention/enrichment opportunities before and after school. B) Associated Health & Welfare Benefits. C) Purchase curriculum and instructional materials for before or after school program. D) Transportation costs for after school program

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	54,000	Amount	64,000	Amount	72,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1100: Certificated Teachers' Salaries A	Budget Reference	1100: Certificated Teachers' Salaries A	Budget Reference	1100: Certificated Teachers' Salaries A
Amount	7,000	Amount	10,000	Amount	12,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	3000-3999: Employee Benefits B	Budget Reference	3000-3999: Employee Benefits B	Budget Reference	3000-3999: Employee Benefits B
Amount	4,000	Amount	8,000	Amount	8,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	4300: Materials and Supplies C	Budget Reference	4300: Materials and Supplies C	Budget Reference	4300: Materials and Supplies C
Amount	75,000	Amount	88,000	Amount	88,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures D	Budget Reference	5000-5999: Services And Other Operating Expenditures D	Budget Reference	5000-5999: Services And Other Operating Expenditures D

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All Schools ☒ Specific Schools: Yermo Elementary, Newberry Springs Elementary, Silver Valley High School, Alternative Education Center ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Transportation services for students in low income households in Yermo, Newberry Springs, Ludlow and Daggett communities.	Transportation services for students in low income households in Yermo, Newberry Springs, Ludlow and Daggett communities.	Transportation services for students in low income households in Yermo, Newberry Springs, Ludlow and Daggett communities.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	395,000	Amount	445,000	Amount	465,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures A	Budget Reference	5000-5999: Services And Other Operating Expenditures A	Budget Reference	5000-5999: Services And Other Operating Expenditures A

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New ☐ Modified ☒ Unchanged

Goal 2

Increase the quantity and quality of technology usage to support student learning, instructional effectiveness, monitoring of student progress, and communicating with stakeholders.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

Identified Need

SVUSD STRATEGIC PLAN STRATEGY 2

There is a need to continue developing expertise in this area because of the expanding resources available only through the use of technology. Technology continues to be a priority and an essential component to teaching and learning 21st Century skills.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local Metric: % of teachers reporting they regularly use technology for communication with parents Local Metric: % of teachers feel supported by Technology Services Department Local Metric: % of teachers reporting student use of technology in their classroom is integral to teaching and learning Local Metric: % of SVUSD new hires trained in Technology	Local Metric: 93% of teachers report they regularly use technology for communication with parents Local Metric: 91% of teachers feel supported by Technology Services Department Local Metric: 92% of teachers report student use of technology in their classroom is integral to teaching and learning Local Metric: 100% of SVUSD new hires trained in Technology	Local Metric: Maintain above 90% of teachers report they regularly use technology for communication with parents Local Metric: Maintain above 90% of teachers feel supported by Technology Services Department Local Metric: Maintain above 90% of teachers report student use of technology in their classroom is integral to teaching and learning	Local Metric: Maintain above 90% of teachers report they regularly use technology for communication with parents Local Metric: Maintain above 90% of teachers feel supported by Technology Services Department Local Metric: Maintain above 90% of teachers report student use of technology in their classroom is integral to teaching and learning	Local Metric: Maintain above 90% of teachers report they regularly use technology for communication with parents Local Metric: Maintain above 90% of teachers feel supported by Technology Services Department Local Metric: Maintain above 90% of teachers report student use of technology in their classroom is integral to teaching and learning

Local Metric: Develop an implementation plan for Tableau Data System to track student achievement, attendance, and behavior	Local Metric: Introduced Tableau Data System to track student achievement, attendance, and behavior to site administrators	Local Metric: Maintain 100% of SVUSD new hires trained in Technology Local Metric: Train all certificated staff in using Tableau Data System to track student achievement, attendance, and behavior	Local Metric: Maintain 100% of SVUSD new hires trained in Technology Local Metric: Expand the use Tableau Data System to track student achievement, attendance, and behavior	Local Metric: Maintain 100% of SVUSD new hires trained in Technology Local Metric: Expand the use Tableau Data System to track student achievement, attendance, and behavior

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged
Train all certificated staff in Tableau Data System to track student achievement, attendance and discipline.	Expand the use of Tableau Data System to track student achievement, attendance and discipline.	Expand the use of Tableau Data System to track student achievement, attendance and discipline.

2017-18	2018-19	2019-20
A) Cost for annual Tableau Data System subscription fee	A) Cost for annual Tableau Data System subscription fee	A) Cost for annual Tableau Data System subscription fee

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	2,500	2,800	3,000
Source	Title I	Title I	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures A	5800: Professional/Consulting Services And Operating Expenditures A	5800: Professional/Consulting Services And Operating Expenditures A

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged
Maintain district technology devices at all sites.	Maintain district technology devices at all sites.	Maintain district technology devices at all sites.

2017-18	2018-19	2019-20
A) Continue Lease payment associated with purchase of new desktops and laptops district-wide. B) Continue providing professional development in technology.	A) Continue Lease payment associated with purchase of new desktops and laptops district-wide. B) Continue providing professional development in technology.	A) Continue Lease payment associated with purchase of new desktops and laptops district-wide. B) Continue providing professional development in technology.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	120,983	Amount	120,000	Amount	225,000
Source	Lottery	Source	Lottery	Source	Lottery
Budget Reference	5600: Rentals, Leases, Repairs, and Non-capitalized improvements A	Budget Reference	5600: Rentals, Leases, Repairs, and Non-capitalized improvements A	Budget Reference	5600: Rentals, Leases, Repairs, and Non-capitalized improvements A
Amount	15,000	Amount	15,000	Amount	15,000
Source	Base	Source	Base	Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures B	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures B	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures B

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged
Administer annual technology survey to all SVUSD staff.	Administer annual technology survey to all SVUSD staff.	Administer annual technology survey to all SVUSD staff.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	0	Amount	0	Amount	0
Source	Base	Source	Base	Source	Base
Budget Reference	0000: Unrestricted A	Budget Reference	0000: Unrestricted A	Budget Reference	0000: Unrestricted A

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New ☐ Modified ☒ Unchanged

Goal 3

Increase staff and family's ability to support student academic, social/emotional and physical needs.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

Identified Need

SVUSD STRATEGIC PLAN STRATEGY 3

Schools better meet the social, emotional and physical needs of students and regularly assess the school's ability to do so. More students feel safe, secure and connected to school where increased student achievement is expected and supported.

Increased parent/family education and involvement, at their children's school site, will have a positive effect on Student Achievement, Behavior and Attendance.

Positive Behavior Intervention and Support (PBIS) is currently being implemented at all school sites to varying degrees. There is a need to increase the capacity at each site to implement Tier 2 and Tier 3 interventions for students having social skills issues as identified in their Site Strategic Plans.

Parent/Family involvement and leadership has been site specific and dependent on staff at each site. There is a need for a more consistent support for strengthening each sites approach to parent involvement and leadership.

There is a need to reduce chronic absenteeism and truancy rates across the district.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Metric: Attendance rate State Metric: Chronic absenteeism rate	State Metric: Attendance rate is 93.36% State Metric: Chronic absenteeism rate is 5.69%	State Metric: Attendance rate is 95% State Metric: Chronic absenteeism rate is 5%	State Metric: Attendance rate is 95.5% State Metric: Chronic absenteeism rate is 4.5%	State Metric: Attendance rate is 96% State Metric: Chronic absenteeism rate is 4%

State Metric: Truancy rates State Metric: Middle school dropout rate State Metric: High school drop out rate State Metric: High school graduation rate State Metric: Student suspension rate State Metric: Student expulsion rate Local Metric: % of Schools with full parent membership and participation on School Site Council Local Metric: % Parents/Caregivers reporting that their input is welcomed Local Metric: % of Parents/Caregivers reporting that schools recognize good behavior (PBIS) Local Metric: % of students that report they are recognized for doing a good job. Local Metric: % of teachers/staff report their school is a safe place for learning. Local Metric: Parent Leadership training opportunities (Amount) Local Metric: Site Strategic Planning at every site (Decision Making) Local Metric: Increase the amount of parents that participate in district survey (Input)	State Metric: Truancy rates is 46% State Metric: Middle school dropout rate is 0% State Metric: High school drop out rate is 3.5% State Metric: High school graduation rate 97% State Metric: Student suspension rate 2.86% State Metric: Student expulsion rate is less than 1% Local Metric: 100% of Schools with full parent membership and participation on School Site Council Local Metric: 96% Parents/Caregivers reporting that their input is welcomed Local Metric: 96% of Parents/Caregivers reporting that schools recognize good behavior (PBIS) Local Metric: 81% of students report they are recognized for doing a good job Local Metric: 96% of teachers/staff report their school is a safe place for learning Local Metric: Parent Leadership training opportunities: PASS Classes, DAC/DELAC, SSC, Strategic Planning/LCAP Local Metric: Site Strategic Planning at every site is 100% (Decision Making)	State Metric: Truancy rates is 40% State Metric: Middle school dropout rate will maintain at 0% State Metric: High school drop out rate will maintain below 5% State Metric: High school graduation rate will maintain above 93% State Metric: Student suspension rate 2.5% State Metric: Student expulsion rate will maintain below 1% Local Metric: 100% of Schools with full parent membership and participation on School Site Council Local Metric: % Parents/Caregivers reporting that their input is welcomed will maintain above 95% Local Metric: % of Parents/Caregivers reporting that schools recognize good behavior (PBIS) will maintain above 95% Local Metric: % of students report they are recognized for doing a good job will increase to 84% Local Metric: % of teachers/staff report their school is a safe place for learning will maintain above 95% Local Metric: Continue offering Parent Leadership training opportunities: PASS Classes, DAC/DELAC, SSC, Strategic Planning/LCAP	State Metric: Truancy rates is 35% State Metric: Middle school dropout rate will maintain at 0% State Metric: High school drop out rate will maintain below 5% State Metric: High school graduation rate will maintain above 93% State Metric: Student suspension rate 2% State Metric: Student expulsion rate will maintain below 1% Local Metric: 100% of Schools with full parent membership and participation on School Site Council Local Metric: % Parents/Caregivers reporting that their input is welcomed will maintain above 95% Local Metric: % of Parents/Caregivers reporting that schools recognize good behavior (PBIS) will maintain above 95% Local Metric: % of students report they are recognized for doing a good job will increase to 87% Local Metric: % of teachers/staff report their school is a safe place for learning will maintain above 95% Local Metric: Continue offering Parent Leadership training opportunities: PASS Classes, DAC/DELAC, SSC, Strategic Planning/LCAP	State Metric: Truancy rates is 30% State Metric: Middle school dropout rate will maintain at 0% State Metric: High school drop out rate will maintain below 5% State Metric: High school graduation rate will maintain above 93% State Metric: Student suspension rate 1.5% State Metric: Student expulsion rate will maintain below 1% Local Metric: 100% of Schools with full parent membership and participation on School Site Council Local Metric: % Parents/Caregivers reporting that their input is welcomed will maintain above 95% Local Metric: % of Parents/Caregivers reporting that schools recognize good behavior (PBIS) will maintain above 95% Local Metric: % of students report they are recognized for doing a good job will increase to 90% Local Metric: % of teachers/staff report their school is a safe place for learning will maintain above 95% Local Metric: Continue offering Parent Leadership training opportunities: PASS Classes, DAC/DELAC, SSC, Strategic Planning/LCAP

	Local Metric: 514 parents that participate in district survey (Input)	Local Metric: Site Strategic Planning at every site maintains at 100% (Decision Making) Local Metric: 530 parents that participate in district survey (Input)	Local Metric: Site Strategic Planning at every site maintains at 100% (Decision Making) Local Metric: 545 parents that participate in district survey (Input)	Local Metric: Site Strategic Planning at every site maintains at 100% (Decision Making) Local Metric: 560 parents that participate in district survey (Input)

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Implement PBIS at all sites. A) Substitute teachers for release time for PBIS trainings.	Implement PBIS at all sites. A) Substitute teachers for release time for PBIS trainings.	Implement PBIS at all sites. A) Substitute teachers for release time for PBIS trainings.

2017-18	2018-19	2019-20
B) Associated Health & Welfare Benefits. C) Purchase Tableau Software to track PBIS Effectiveness.	B) Associated Health & Welfare Benefits. C) Purchase Tableau Software to track PBIS Effectiveness.	B) Associated Health & Welfare Benefits. C) Purchase Tableau Software to track PBIS Effectiveness.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	10,000	Amount	10,000	Amount	10,000
Source	Base	Source	Base	Source	Base
Budget Reference	1100: Certificated Teachers' Salaries A	Budget Reference	1100: Certificated Teachers' Salaries A	Budget Reference	1100: Certificated Teachers' Salaries A
Amount	1,500	Amount	1,500	Amount	1,500
Source	Base	Source	Base	Source	Base
Budget Reference	3000-3999: Employee Benefits B	Budget Reference	3000-3999: Employee Benefits B	Budget Reference	3000-3999: Employee Benefits B
Amount	2,825	Amount	2,825	Amount	2,825
Source	Base	Source	Base	Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures C	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures C	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures C

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Small group social skills interventions at all sites. A) Purchase social skills intervention curriculum and materials. B) Staff Development for social skills curriculum implementation.	Small group social skills interventions at all sites. A) Purchase social skills intervention curriculum and materials. B) Staff Development for social skills curriculum implementation.	Small group social skills interventions at all sites. A) Purchase social skills intervention curriculum and materials. B) Staff Development for social skills curriculum implementation.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	2,000	Amount	2,000	Amount	2,000
Source	Base	Source	Base	Source	Base
Budget Reference	4300: Materials and Supplies A	Budget Reference	4300: Materials and Supplies A	Budget Reference	4300: Materials and Supplies A
Amount	2,000	Amount	2,000	Amount	2,000
Source	Base	Source	Base	Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures B	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures B	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures B

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All Schools ☒ Specific Schools: Yermo Elementary, Newberry Springs Elementary, Silver Valley High School, Alternative Education Center ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Counseling services district-wide. A) One certificated FTE. B) Associated health & welfare benefits cost. C) Contract for independent counseling services.	Counseling services district-wide. A) One certificated FTE. B) Associated health & welfare benefits cost. C) Contract for independent counseling services.	Counseling services district-wide. A) One certificated FTE. B) Associated health & welfare benefits cost. C) Contract for independent counseling services.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	55,000	Amount	60,000	Amount	65,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1200: Certificated Pupil Support Salaries A	Budget Reference	1200: Certificated Pupil Support Salaries A	Budget Reference	1200: Certificated Pupil Support Salaries A
Amount	28,000	Amount	30,000	Amount	32,000
Source	Supplemental	Source	Supplemental	Source	Supplemental

Budget Reference	3000-3999: Employee Benefits B	Budget Reference	3000-3999: Employee Benefits B	Budget Reference	3000-3999: Employee Benefits B
Amount	57,000	Amount	60,000	Amount	63,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures C	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures C	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures C

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Implement Site Strategic Planning at all sites. A) Substitute teachers for release time for site strategic planning preparation and participation. B) Associated Health & Welfare Benefits.	Implement Site Strategic Planning at all sites. A) Substitute teachers for release time for site strategic planning preparation and participation. B) Associated Health & Welfare Benefits.	Implement Site Strategic Planning at all sites. A) Substitute teachers for release time for site strategic planning preparation and participation. B) Associated Health & Welfare Benefits.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	4,500	Amount	4,500	Amount	4,500
Source	Base	Source	Base	Source	Base
Budget Reference	1100: Certificated Teachers' Salaries A	Budget Reference	1100: Certificated Teachers' Salaries A	Budget Reference	1100: Certificated Teachers' Salaries A
Amount	800	Amount	800	Amount	800
Source	Base	Source	Base	Source	Base
Budget Reference	3000-3999: Employee Benefits B	Budget Reference	3000-3999: Employee Benefits B	Budget Reference	3000-3999: Employee Benefits B

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20

☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Parent involvement/leadership programs district wide. A) Purchase Curriculum and Instructional materials for parent training. B) Expenses related to consultants, child care, translators and refreshments for parent trainings.	Parent involvement/leadership programs district wide. A) Purchase Curriculum and Instructional materials for parent training. B) Expenses related to consultants, child care, translators and refreshments for parent trainings.	Parent involvement/leadership programs district wide. A) Purchase Curriculum and Instructional materials for parent training. B) Expenses related to consultants, child care, translators and refreshments for parent trainings.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	3,000	Amount	3,000	Amount	3,000
Source	Base	Source	Base	Source	Base
Budget Reference	4300: Materials and Supplies A	Budget Reference	4300: Materials and Supplies A	Budget Reference	4300: Materials and Supplies A
Amount	7,000	Amount	7,000	Amount	7,000
Source	Base	Source	Base	Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures B	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures B	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures B
Amount		Amount		Amount	

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New ☐ Modified ☒ Unchanged

Goal 4

Build individual leadership skill of teachers,administrators and parents for fostering positive relationships, effective communication, and creating a culture of recognition and excellence.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

Identified Need

SVUSD STRATEGIC PLAN STRATEGY 4

Stronger leadership from teachers, parents and administrators will result in more effective instructional practices, high expectations and ultimately, higher student achievement.

We will implement standard operating procedures that are equitable, accountable and adaptable to improve district stability.

The District has a history of significant staff turnover which slows the improvement process and creates instability. The district has made strides in this area over the past 7 years, but continues to need to recruit, train and retain new qualified, quality staff and help them get the training necessary to be effective leaders.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Metric: % of teachers appropriately assigned State Metric: Compliance with student access to instructional materials State Metric: Compliance with facilities in good repair	State Metric: 97% of teachers are appropriately assigned State Metric: 100% compliance with student access to instructional materials State Metric: 100% compliance with facilities in good repair	State Metric: Maintain 100% of teachers appropriately assigned State Metric: Maintain 100% compliance with student access to instructional materials State Metric: Maintain 100% compliance with facilities in good repair	State Metric: Maintain 100% of teachers appropriately assigned State Metric: Maintain 100% compliance with student access to instructional materials State Metric: Maintain 100% compliance with facilities in good repair	State Metric: Maintain 100% of teachers appropriately assigned State Metric: Maintain 100% compliance with student access to instructional materials State Metric: Maintain 100% compliance with facilities in good repair

State Metric: Highly qualified teacher rate Local Metric: % of staff surveyed that feel their Administrator/Supervisor supports them Local Metric: % of staff surveyed that feel Administrators provide organizational support for collaboration Local Metric: % of Induction teachers that complete all program requirements Local Metric: The amount of Managing Up letters, recognizing employee excellence Local Metric: % of parents surveyed report that schools recognize good behavior	State Metric: 100% highly qualified teacher rate Local Metric: 90% of staff surveyed that feel their Administrator/Supervisor supports them Local Metric: 88% of staff surveyed that feel Administrators/Supervisor provide organizational support for collaboration Local Metric: 100% of Induction teachers completed all program requirements Local Metric: The amount of Managing Up letters, recognizing employee excellence is 17 Local Metric: 96% of parents surveyed report that schools recognize good behavior.	State Metric: Maintain 100% highly qualified teacher rate Local Metric: % of staff surveyed that feel their Administrator supports them will maintain above 90% Local Metric: % of staff surveyed that feel Administrators provide organizational support for collaboration will increase to 90% Local Metric: Maintain 100% of Induction teachers that complete all program requirements Local Metric: The amount of Managing Up letters, recognizing employee excellence will increase to 20 Local Metric: parents surveyed report that schools recognize good behavior will maintain above 95%	State Metric: Maintain 100% highly qualified teacher rate Local Metric: % of staff surveyed that feel their Administrator supports them will maintain above 90% Local Metric: % of staff surveyed that feel Administrators provide organizational support for collaboration will maintain above 90% Local Metric: Maintain 100% of Induction teachers that complete all program requirements Local Metric: The amount of Managing Up letters, recognizing employee excellence will increase to 25 Local Metric: parents surveyed report that schools recognize good behavior will maintain above 95%	State Metric: Maintain 100% highly qualified teacher rate Local Metric: % of staff surveyed that feel their Administrator supports them will maintain above 90% Local Metric: % of staff surveyed that feel Administrators provide organizational support for collaboration will maintain above 90% Local Metric: Maintain 100% of Induction teachers that complete all program requirements Local Metric: The amount of Managing Up letters, recognizing employee excellence will increase to 30 Local Metric: parents surveyed report that schools recognize good behavior will maintain above 95%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide leadership opportunities for Teacher, Classified and Administrative staff. A) Substitute employees for staff attending leadership professional development trainings as necessary. B) Associated Health & Welfare Benefits. C) Cost for conferences, workshops, and trainings for certificated, classified and management staff. D) Cost for consultants/coaches for leadership development.	Provide leadership opportunities for Teacher, Classified and Administrative staff. A) Substitute employees for staff attending leadership professional development trainings as necessary. B) Associated Health & Welfare Benefits. C) Cost for conferences, workshops, and trainings for certificated, classified and management staff. D) Cost for consultants/coaches for leadership development.	Provide leadership opportunities for Teacher, Classified and Administrative staff. A) Substitute employees for staff attending leadership professional development trainings as necessary. B) Associated Health & Welfare Benefits. C) Cost for conferences, workshops, and trainings for certificated, classified and management staff. D) Cost for consultants/coaches for leadership development.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	8,000	Amount	8,000	Amount	8,000
Source	Base	Source	Base	Source	Base
Budget Reference	1100: Certificated Teachers' Salaries A	Budget Reference	1000-1999: Certificated Personnel Salaries A	Budget Reference	1000-1999: Certificated Personnel Salaries A
Amount	1,200	Amount	1,200	Amount	1,200
Source	Base	Source	Base	Source	Base
Budget Reference	3000-3999: Employee Benefits B	Budget Reference	3000-3999: Employee Benefits B	Budget Reference	3000-3999: Employee Benefits B
Amount	25,000	Amount	25,000	Amount	25,000

Source	Base	Source	Base	Source	Base
Budget Reference	5200: Travel and Conferences C	Budget Reference	5200: Travel and Conferences C	Budget Reference	5200: Travel and Conferences C
Amount	50,000	Amount	50,000	Amount	50,000
Source	Base	Source	Base	Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures D	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures D	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures D

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Survey Parents, Students and Staff to evaluate school climate and Instructional Leadership at each site.	Survey Parents, Students and Staff to evaluate school climate and Instructional Leadership at each site.	Survey Parents, Students and Staff to evaluate school climate and Instructional Leadership at each site.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	0	Amount	0	Amount	0
Source	Base	Source	Base	Source	Base
Budget Reference	0000: Unrestricted	Budget Reference	0000: Unrestricted	Budget Reference	0000: Unrestricted

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Leadership Development will be an emphasis of every District and Site PLC meeting.	Leadership Development will be an emphasis of every District and Site PLC meeting.	Leadership Development will be an emphasis of every District and Site PLC meeting.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	0	Amount	0	Amount	0

Source	Base	Source	Base	Source	Base
Budget Reference	0000: Unrestricted	Budget Reference	0000: Unrestricted	Budget Reference	0000: Unrestricted

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
SVUSD will provide beginning teachers with a fully paid induction program to support them and mentor them. A) Stipends for reflective coaches (mentor teachers). B) Associated Health & Benefits. C) Participation fee for beginning teachers.	SVUSD will provide beginning teachers with a fully paid induction program to support them and mentor them. A) Stipends for reflective coaches (mentor teachers). B) Associated Health & Benefits. C) Participation fee for beginning teachers.	SVUSD will provide beginning teachers with a fully paid induction program to support them and mentor them. A) Stipends for reflective coaches (mentor teachers). B) Associated Health & Benefits. C) Participation fee for beginning teachers.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	40,000	Amount	40,000	Amount	40,000
Source	Title II	Source	Title II	Source	Title II
Budget Reference	1100: Certificated Teachers' Salaries A	Budget Reference	1100: Certificated Teachers' Salaries A	Budget Reference	1100: Certificated Teachers' Salaries A
Amount	10,000	Amount	10,000	Amount	10,000
Source	Title II	Source	Title II	Source	Title II
Budget Reference	3000-3999: Employee Benefits B	Budget Reference	3000-3999: Employee Benefits B	Budget Reference	3000-3999: Employee Benefits B
Amount	30,000	Amount	35,000	Amount	40,000
Source	Base	Source	Base	Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures C	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures C	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures C

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
SVUSD will develop and implement a recruitment schedule to find the most qualified teachers to hire annually. A) Travel expenses for recruiting.	SVUSD will develop and implement a recruitment schedule to find the most qualified teachers to hire annually. A) Travel expenses for recruiting.	SVUSD will develop and implement a recruitment schedule to find the most qualified teachers to hire annually. A) Travel expenses for recruiting.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	15,000	Amount	15,000	Amount	15,000
Source	Base	Source	Base	Source	Base
Budget Reference	5200: Travel and Conferences A	Budget Reference	5200: Travel and Conferences A	Budget Reference	5200: Travel and Conferences A

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds:	$1,724,890	Percentage to Increase or Improve Services:	11.14%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The increase in LCAP funding for Supplemental grant is estimated at $1,724,890 for the 2017-2018 school year. Approximately $370,000 will be used to provide EL, Foster Youth and LI students with lower class size at the TK and Kindergarten levels (Newberry Elementary School and Yermo Elementary School) and to provide before and/or after school enrichment and interventions (All sites). Approximately $360,000 will be used to pay for Response to Intervention programs, which includes 2 certificated RTI teachers and operating expenses to serve our EL, Foster Youth and LI students who are struggling readers and for ELD instruction (All Sites). Fort Irwin Middle School, Yermo Elementary School and Silver Valley High School will continue to provide math intervention, using Math 180, that will target EL, Foster Youth and LI students as well as all students in academic need. Fort Irwin Middle School, Silver Valley High School and Yermo Elementary School will continue to offer the AVID program that will target EL, Foster Youth and SED students ($160,000). Transportation services will be provided for low income students in Yermo, Newberry Springs, Daggett and Ludlow communities ($395,000). Finally, support for EI, Foster Youth and Low Income students at Colin Powell State Pre-School will be provided in the form of tuition assistance, nutrition services and educator salary ($300,000).

In Silver Valley USD, we have implemented the above mentioned programs and services based on the academic and/or socio-emotional needs of all our students. Based on multiple measures, (CAASPP scores, Reading Lexile Growth, Suspension Rates, Expulsion Rates, Attendance Rates, Graduation rates, drop out rates, employee/community surveys, etc), our students have benefited greatly from these services and programs. Although we are at 57% unduplicated count, we have found that school wide and district wide implementation strategies have met or exceeded the educational and/or socio-emotional needs of our students.

Silver Valley Unified School District's unduplicated pupil count percentage is 57%. The following action and services are principally directed toward students in our unduplicated count.

1. RTI teachers and operating expenses for students struggling in reading and mathematics.
2. Lower class size for Transitional Kindergarten and Kindergarten students at Yermo Elementary School and Newberry Springs Elementary School (approximately 80% LI).
3. Transportation services for low income students in Yermo, Newberry Springs, Daggett and Ludlow communities.
4. Support for EI, Foster Youth and Low Income students at Colin Powell State Pre-School will be provided in the form of tuition assistance, nutrition services and educator salary.
5. After school intervention/enrichment opportunities for students at all sites.

6. AVID Program targeted for unduplicated students at Yermo Elementary, Fort Irwin Middle School and Silver Valley High School.
7. Counseling services will be provided for SVUSD students to meet their socio-emotional needs and improve School Climate and Student Engagement.

These increases and improvements will allow us to meet our 11.14% MPP for the 2017-2018 school year.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services
Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *Education Code* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to 5 *CCR* 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* 15496(a)(7).

Consistent with the requirements of 5 *CCR* 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards for English Language Arts
    b. Mathematics – Common Core State Standards for Mathematics
    c. English Language Development
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;

C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. S broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *Education Code* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *Education Code* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *Education Code* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *Education Code* sections 42238.01 and bgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *Education Code* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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